

## Prep Learning Tasks Term 3 Week 2 WEDNESDAY

### READING

This week we are asking that you upload **ONE** learning task response to share with your teacher. Please choose a piece of work that you are most proud of. The learning task will need to be submitted for evaluation and feedback via the Compass Learning Task tab by **Friday 5pm**.

Please refer to the link for instructions on how to upload the learning tasks:

<https://youtu.be/YWiLyJOP6CQ>

If you are unsure of what is required, please contact the school and a message will be sent to your child's teacher: (03) 5968 1313 or [gembrook.ps@education.vic.gov.au](mailto:gembrook.ps@education.vic.gov.au).

#### Learning Intention:

I can investigate new words

#### Success Criteria:

I have learnt about onomatopoeias

Watch Mrs Liston read "A Pear in the Pear Tree"

<https://youtu.be/lvXNZ98SsQ>

**Learning Resources Required:** Workbook, digital device, and pencils.

#### Learning Task:

Explain the definition for **onomatopoeia**, a word that is a sound effect. Pamela Allen uses them all the time in her writing and we need to find them and use them too.

- Today we are making a list of silly and funny words to use in our stories! As your child writes their "Silly Word List" they can add any word that they like the sound of or any word that makes them giggle! The list may include descriptive words, or onomatopoeia.
- Watch Mrs Liston read "The Pear in the Pear Tree" by Pamela Allen. Start your list by writing down all of the onomatopoeias from the story.
- The list may look like splosh, twang, slosh, squilch, squishy, bong, bazinga, zap, wham, boom, bam, ahhhhgrrr.
- As you find words that you like while sharing books, you and your child can always add to the list.



- Once your child has finished making their list, they will need to complete 10 minutes of independent reading using simple books from home or reading their levelled readers. You

may like to read as fluency partners. Person one reads the first page, person two follows along and corrects any errors. Swap roles for page two and so on.

**Extension Task:** Look through some of your favourite books today. Can you find silly or interesting words to add to your list?

### WRITING

**Learning Intention:**

I can write a crazy solution to a writing prompt.

**Success Criteria:**

I have written a crazy solution, based on Pamela Allen's writing style.

**Learning Resources Required:** Workbook, and pencils.

- Today we are writing a solution to a writing prompt. Pamela Allen uses crazy solutions in her stories and makes it interesting to read and hard for us to predict what will happen next.
- Our writing prompt for today is:  
***There is a dinosaur at school and it's eating our workbooks!***
- Ask your child to think of a crazy solution. As they are only writing the solution, it would be expected that your child write 2-3 sentences.
- Ask your child to write their crazy solution in their workbook. In your child's writing it is okay if the words are spelt incorrectly, however they should be recording the sounds they can hear (eg. apples could be written as *apls*).
- Refer back to our list of onomatopoeia and brainstorm how we could use these words in our own interesting story. Think of how Pamela Allen uses onomatopoeia in her stories.

**Support:** Write one sentence that includes an onomatopoeia.

**Extension:** Pamela often uses rhymes in her stories as well. Can you include a range of rhyming words into your story?

**BREAK:** Ensure students have a well-earned break with a snack, rest and a game/physical activity.

### MATHS - PROBLEM SOLVING

**Learning Intention:**

I can work backwards to find a solution.

**Success Criteria:**

I have found questions that match my answer.

**Learning Resources Required:**

Workbook, pencils and piece of paper with a teen number on it.

**Learning Task:**

- Write a teen number on a piece of paper and fold it up.
- Give it to your child and explain the following:
  - There is a special number on this piece of paper.
  - When you get your paper, open it and find out what your number is.
  - This number is the *answer* to a maths problem that YOU make up.

- Ask your child, can they think of two numbers that add together to make the number? Can they start with a larger number and take some away to finish with the same number?

**Please Note:** They may need to use concrete materials to divide into groups to support their learning, such as pieces of cereal or Lego.

- How many different number sentences can you write that fit your teen number? For example;  $10 + 4$ ,  $7 + 7$ ,  $9 + 5$ ,  $12 + 2$ ,  $19 - 5$ ,  $20 - 6$ .
- Choose your favourite number sentence, and turn it into a real life example.  
**There were 10 cats at my house, and then we had four more kittens, now there are fourteen cats.**  
**Mum had 18 lollies, I ate four of them, now I have 14.**
- Draw a picture that reflects their example.

**Extension Task:** If you test someone in your family can they find the right answer?

### PHYSICAL ACTIVITY

Please choose an activity from the grid provided.  
The grid is available on Compass under the 'Prep > Term 3 RESOURCES' folder.

**BREAK:** Ensure students have a well-earned break with lunch, rest and a game/physical activity.

### ITALIAN

**Learning Intention:** I can learn the vocabulary of fruit.

**Success Criteria:** I have listened to, practised the words, labelled and illustrated them.

#### Learning Resources Required:

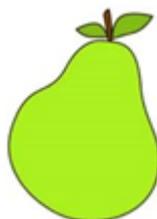
Workbook, digital device and pencils.

#### Learning Task:

- View the video [https://www.youtube.com/watch?v=My6\\_WnwAz9U](https://www.youtube.com/watch?v=My6_WnwAz9U) listen and repeat after the presenter.
- Now go back to the video and identify the names of the different fruits in the video.
- Draw and label in Italian some different fruits. For example:



*mela*



*pera*

